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ABSTRACT

The curriculum guide presents information on a six unit program designed to help nonhandicapped fourth graders understand handicaps and accept children with handicaps. Each session lists cognitive and affective objectives for the students, materials needed for the lesson, and the sequence of the activity or activities. The initial session uses puppets to focus on the concept of a handicap, while subsequent sessions address the topics of physical handicaps, mental retardation, learning disability, visual impairment, and deafness. The instrument used as a pre- and posttest of attitudes (a modified version of the Attitudes Toward Handicapped Individuals scale) is also included. (CL)

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UNDERSTANDING HANDICAPS: A CURRICULUM FOR CHANGING STUDENTS' ATTITUDES TOWARD THE DISABLED

by

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and

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Carol Shiffer
Physical Therapist

Program Supported By Volunteer Information Agency

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Program Director

RESPONSIBILITIES OF THE COOPERATING TEACHER

1. Inform parents of all children in the classroom that they are participating in the Understanding Handicaps Program.

2. Have audio-visual equipment, paper and pencil materials available as needed for each individual session.

3. Assist each presenter with passing out or collecting materials, setting up equipment, etc.

4. Have books about handicaps from the Media Center available for students to read during the six week period.

UNDERSTANDING HANDICAPS

SESSION NUMBER: 1 -- INTRODUCTION

Presenter:_____

I. STUDENT-CENTERED OBJECTIVES

A. Cognitive Objectives

1. The student will understand the term "handicap".
2. The student will be able to name four types of handicaps.

B. Affective Objectives

1. The student will express (in a pre-test) his/her present feelings about and understanding of handicapped people.
2. The student will be exposed to children (via puppet plays) who have learned to live with their handicaps.

II. MATERIALS NEEDED

Pre-test instrument for each student
Pencil for each student
Blackboard and chalk
Large calendar
"Kids on the Block" puppets

III. SESSION ACTIVITIES

A. Introduction of speaker

B. Pre-test instrument (given to students before any discussion of handicaps begins)

1. Explain agree/disagree continuum on blackboard.
2. Read sample items as students mark a response for each item.
3. Read each item as students mark their own feeling of agreement for each item.

III. SESSION ACTIVITIES (continued)

C. Definition of handicap

1. Write word on blackboard.

2. Ask students to name types of handicaps. Write on blackboard.

3. Add those handicaps not given by students.

4. Give brief definition of handicapped person - one who has a physical or mental problem which makes it hard for him to learn, to work, or to get along with others.

D. Program Plan

1. Show calendar with dates circled.

2. Write next to each date a word which indicates which session will take place on that date.

E. Puppet Play

1. Introduce "Kids on the Block" as a group and as individual puppets.

2. Puppet Skits.

F. Conclusion

1. Ask students if they have questions about what the puppets have said.

2. Ask students for their reactions to the puppets.

3. Review the definition of the term "handicap" and mention the five handicaps to be discussed in this program.

4. Remind students what the next session will include.

5. Praise class for good attention or good participation, etc.

UNDERSTANDING HANDICAPS

Session Number_____

Handicap: Physical Handicap

Presenter:_____

I. STUDENT-CENTERED OBJECTIVES

A. Cognitive Objectives

1. The student will become familiar with the more common types of equipment and prosthetic devices used by physically handicapped people.

2. The student will experience a limitation in physical motion such as walking.

B. Affective Objectives

1. The student will not fear a physically handicapped person.

2. The student will interact with physically handicapped persons in a fair and kind manner.

II. MATERIALS NEEDED

Wheelchair
Walker
Crutches
Braces/Splints
Upper and Lower Extremity Prosthesis
Tape
Pencils and paper

III. SESSION ACTIVITIES

A. Introduction of speaker and types of students with whom she works.

B. Read story About Handicaps to children.

C. Student Activities - An individual or small group of students will be selected to do each activity in front of the classroom.

III. SESSION ACTIVITIES (continued)

1. Adaptive Equipment

   Students walk with crutches and use wheelchairs while other students discuss difficulties they might have in various circumstances.

2. Writing Activity

   Students' fingers are tied together and thumbs are tied to palm of non-dominant hands. Students are asked to write name and address.

3. Talking Activity

   Students place tongue on roof of mouth and give message while whole class listens.

D. Conclusion

1. Adaptive Equipment

   Show, explain and pass around the equipment and prosthetic devices.

2. Ask students how they would feel and what they could do to help a physically handicapped student in their school.

UNDERSTANDING HANDICAPS

Session Number_____

Handicap: Mental Retardation

Presenter_____

I. STUDENT-CENTERED OBJECTIVES

A. Cognitive Objectives

1. The student will understand that mental retardation is a developmental lag.
2. The student will understand that there are varying degrees of mental retardation.
3. The student will understand that a mentally retarded person can live and work independently.

B. Affective Objectives

1. The student will not fear a mentally retarded person.
2. The student will interact/react to a mentally retarded person in a friendly manner.

II. MATERIALS NEEDED

Carousel projector and screen
Filmstrip projector with cassette tape recorder
"Hello Everybody" filmstrip and tape
Slides of mentally retarded people in independent activities

III. SESSION ACTIVITIES

A. Introduction of speaker and type of students with whom he works.

III. SESSION ACTIVITIES (continued)

B. General Background

1. Define term "mental retardation". Write word on blackboard. Also introduce similar term "developmental disabilities".

2. Show slides of mentally retarded students (including Downs Syndrome and other different-looking students).

3. Discuss varying degrees of Mental Retardation (mild, moderate, severe) with percentages of each among general population.

C. Show "Hello Everybody" filmstrip with tape

1. Ask students if they have questions.

2. Ask students to tell the degree of retardation each character in filmstrip has.

D. Helping Retarded Students to Learn

1. Ask students to name five senses (taste, sight, hearing, touch, smell).

2. Using the example of teaching the letter "b", ask students to tell examples of ways in which they would help a retarded student to learn the letter "b".

E. Conclusion

1. Show slides of mentally retarded students in independent activities and work.

2. Remind students that mentally retarded people are like everyone else even if they learn more slowly.

3. Remind students that it hurts mentally retarded students if children call them names. (ex. "retard")

UNDERSTANDING HANDICAPS

Session Number_____

Handicap: Learning Disability

Presenter_____

I. STUDENT-CENTERED OBJECTIVES

A. Cognitive Objectives

1. The student will understand the concept of a learning disability.

2. The student will experience the problems of a learning disabled person such as in the classroom, on the playground, with peers, etc.

B. Affective Objectives

1. The student will understand that the LD person can learn with special help.

2. The student will help a learning disabled person who is having problems with a particular activity.

II. MATERIALS NEEDED

Mirror
Pencil/Paper
Free form design
Nystagmus board
Balance disk
Rope
Shield
Eye cover
Nerf ball

III. SESSION ACTIVITIES

A. Introduce speaker and types of children with whom she works.

B. Introduce concept of a learning disability

1. Terminology

2. Explain problem using "traffic jam" theory.

3. Explain problems for the child with LD (in classroom, with peer group, on playground, etc.).

4. Discuss remediation - specialists and use of varied techniques and materials.

C. Student Activities

During all activities students are encouraged to express feelings and ask questions regarding the activity.

1. Vision Activities

a. All hold paper on forehead and attempt to write name on paper.

b. A small group of students attempt to trace a design while looking in mirror. All other students trace design without any interference.

2. Vestibular Activities

a. Two children are chosen to spin on nystagmus board and asked then to walk along a rope on floor.

b. Another child is asked to balance on disk after being spun on nystagmus board.

3. Vestibular and Vision Activities

a. A ball is thrown to student whose vision is limited by shield over head.

b. Student wears a cardboard shield blocking downward vision and is asked to walk along rope line.

III. SESSION ACTIVITIES (continued)

D. Conclusion

1. Discuss term learning disability.

   a. Problems that LD children have

   b. Definition of LD

   c. Examples of LD perception

2. Reinforce awareness that LD child can learn with special help.

3. Use drawings to restate problems and need for understanding.

UNDERSTANDING HANDICAPS

Session Number_____

Handicap: Visual Impairment

Presenter_____

I. STUDENT-CENTERED OBJECTIVES

A. Cognitive Objectives

1. The student will become aware of adaptations such as large print materials, magnifier, braille, etc.

2. The student will be exposed to various ways in which one can help a visually handicapped person.

3. The student will observe the ways in which visually handicapped people manage school work, eating and daily living skills, and independent travel.

B. Affective Objectives

1. The student will understand that a visually handicapped person has the same likes and dislikes as other people even though he/she has different vision.

2. The student will understand that a visually handicapped person may need help to do some things but does not want others to feel sorry for him/her.

II. MATERIALS NEEDED

Wax paper masks for each student
Taped masks for each student
Cane
Paper towel tubes for each student
Braille cards for each student
Magnifier
Braille book
Slate and stylus
16mm film "What Do You Do When You Meet a Blind Person?"
16mm projector and screen
Braille writer
Large print book
Telescope

III. SESSION ACTIVITIES

A. Introduction of speaker and kinds of students with whom she works.

B. Discuss three types of vision problems (tunnel vision, low vision, blindness).

1. All children try each vision simulation and think of classroom and other activities that would be difficult if they had that kind of vision problem.

2. Show adapted materials (large print book, telescope, magnifier) and discuss some ways sighted people can help (i.e., games on the playground).

C. Show movie "What Do You Do When You Meet A Blind Person?". Ask if there are questions.

D. Help Walk

1. Two students walk around the room together while one guides and the other student uses the cane.

2. If there is time, allow another pair of students to try the Help Walk.

E. Discuss daily living skills of a person with a vision problem (pouring liquids, money, labeling food containers, traffic walk signals, etc.).

F. Conclusion

1. Discuss some things that are special to a student in the classroom with a vision problem (magnifier, large print, students' head movements, etc.).

2. Discuss ways in which other students could help make school a good place to be for someone who has a visual problem.

UNDERSTANDING HANDICAPS

Session Number_____

Handicap: Deafness

Presenter_____

I. STUDENT-CENTERED OBJECTIVES

A. Cognitive Objectives

1. The student will become aware of different means of communication for the hearing impaired person.
2. The student will understand that a hearing loss is a handicap which interferes with social communication and academic learning.

B. Affective Objectives

1. The student will react/interact to a hearing impaired person in a friendly manner.
2. The student will not fear the hearing impaired person.

II. MATERIALS NEEDED

Filmstrip - "Hello Everybody - Hearing Impairments"
Tape Cassette - tape recorder
Flash cards
Manual alphabet sheets for each student
Film projector

III. SESSION ACTIVITIES

A. Introduction of speaker.

B. Short paragraph in sign language.

C. Discuss importance of being able to hear.

D. Explain what hearing impairment is.

III. SESSION ACTIVITIES (continued)

E. Describe how we learn to talk.

F. Show movie. Ask if there are any questions.

G. Discussion of sign language.

1. Where have you seen it?

2. Falsh cards - given to children with words and/or phrases to be signed by them.

H. Discussion of Fingerspelling.

1. Hand out manual alphabet.

2. Have children practice fingerspelling their names.

I. Conclusion

1. Try to imagine what it would be like not to hear.

2. Remind students that the hearing impaired child has the same likes and dislikes as everyone else.

Administer Post-Test.

UNDERSTANDING HANDICAPS

Pupil Personnel Services
Quincy Public Schools

NAME:_____

SCHOOL:_____

DATE:_____

On the following pages you will be reading some statements about handicapped people and you will be asked to indicate whether you AGREE with the statement or whether you DISAGREE with the statement. You will have six choices: You can say that you "agree a lot"; or that you "disagree somewhat", or that you "agree a little". Or you can say that you "disagree a lot"; "disagree somewhat"; or that you "disagree a little".

Here are two examples. Read along with me and see whether you agree or disagree. CIRCLE YOUR ANSWER.

Example One: Boys and girls should start school earlier in the morning and get out of school earlier in the afternoon; for example, school should start at 7:00 A.M. and get out at 1:00 in the afternoon. Do you

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

Circle the answer that best describes how you feel about whether school should start earlier in the morning and get out earlier in the afternoon.

Now, listen to the next example.

Example Two: Very good students should get out of school one week earlier and students who do not try should stay one week longer. Do you agree or disagree? CIRCLE YOUR ANSWER BELOW.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

Circle the answer that best describes how you feel. (Make sure each student has responded to the examples.)

Now, turn to page two. I am going to read each sentence aloud as you read along silently. After each sentence, you will circle the answer that best describes how you feel.

(Read each statement. Pause, ask, "Do you agree or disagree"? and wait a moment for each child to mark his/her answer. Then proceed to the next statement)

1. Handicapped boys and girls are mostly the same as anyone else.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

2. It would be just as much fun to invite a handicapped student to my birthday party as any other friend.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

3. Handicapped people have the same likes and dislikes as other people.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

4. I would like to read a book to a student with a handicap.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

5. It would be OK to have a handicapped student in my class.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

6. People with a big handicap are just as nice or fun to be with as someone with a little handicap.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

7. It is a good idea to include handicapped students in games and play.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

8. It would be fun to have a handicapped person over to my house.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

9. Handicapped people may need a little help but they do not like you to feel sorry for them.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

10. You don't have to feel frightened or afraid of a handicapped person.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

11. It is easy and fun to share a secret with a handicapped person.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

12. It is easy to be friend with a handicapped person.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

13. Most handicapped children are just as smart as boys and girls who are not handicapped.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

14. Most handicapped people can get out and do fun things with other people.

AGREE A LOT	AGREE SOMEWHAT	AGREE A LITTLE	DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE

Adapted from ATHI Scale Anderson/Del-Val, 1982